

Gold Hill Elementary

1000 Dave Gibson Blvd.
Fort Mill, SC 29708

Grades	PK-5 Elementary School	
Enrollment	666 Students	
Principal	Mrs. Terry Brewer	803-548-8250
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Martha Kinard	803-548-1769

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	1	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

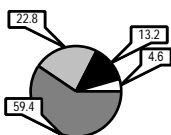
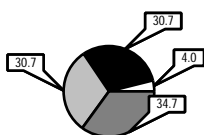
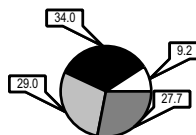
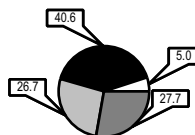
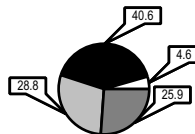
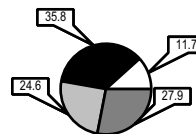
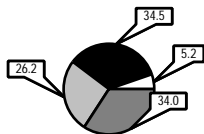
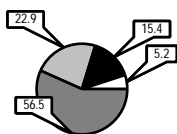
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	333	100.0	4.6	22.8	59.4	13.2	81.2	Yes	Yes
Gender									
Male	161	100.0	4.8	24.7	58.9	11.6	80.8		
Female	172	100.0	4.5	21.0	59.9	14.6	81.5		
Racial/Ethnic Group									
White	303	100.0	5.0	23.3	58.8	12.9	81.0	Yes	Yes
African American	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	308	100.0	3.2	21.9	60.4	14.4	83.1		
Disabled	25	100.0	20.0	32.0	48.0	0.0	60.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	333	100.0	4.6	22.8	59.4	13.2	81.2		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	331	100.0	4.7	22.6	59.5	13.3	81.4		
Socio-Economic Status									
Subsidized meals	17	100.0	5.9	64.7	29.4	0.0	47.1	I/S	I/S
Full-pay meals	316	100.0	4.5	20.3	61.2	14.0	83.2		

Mathematics – State Performance Objective = 36.7%									
All Students	333	100.0	4.0	30.7	34.7	30.7	84.5	Yes	Yes
Gender									
Male	161	100.0	2.7	28.1	29.5	39.7	88.4		
Female	172	100.0	5.1	33.1	39.5	22.3	80.9		
Racial/Ethnic Group									
White	303	100.0	4.3	30.5	33.7	31.5	84.9	Yes	Yes
African American	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	308	100.0	2.5	29.1	36.7	31.7	86.7		
Disabled	25	100.0	20.0	48.0	12.0	20.0	60.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	333	100.0	4.0	30.7	34.7	30.7	84.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	331	100.0	4.0	30.9	34.2	30.9	84.4		
Socio-Economic Status									
Subsidized meals	17	100.0	11.8	47.1	29.4	11.8	58.8	I/S	I/S
Full-pay meals	316	100.0	3.5	29.7	35.0	31.8	86.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	333	100.0	9.2	29.0	27.7	34.0	61.7
Gender							
Male	161	100.0	10.3	25.3	24.0	40.4	64.4
Female	172	100.0	8.3	32.5	31.2	28.0	59.2
Racial/Ethnic Group							
White	303	100.0	9.3	29.0	27.6	34.1	61.6
African American	12	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	308	100.0	7.9	28.4	28.1	35.6	63.7
Disabled	25	100.0	24.0	36.0	24.0	16.0	40.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	100.0	9.2	29.0	27.7	34.0	61.7
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	331	100.0	9.3	28.6	27.9	34.2	62.1
Socio-Economic Status							
Subsidized meals	17	100.0	35.3	41.2	17.6	5.9	23.5
Full-pay meals	316	100.0	7.7	28.3	28.3	35.7	64.0

Social Studies							
All Students	333	100.0	5.0	26.7	27.7	40.6	68.3
Gender							
Male	161	100.0	4.8	24.7	29.5	41.1	70.5
Female	172	100.0	5.1	28.7	26.1	40.1	66.2
Racial/Ethnic Group							
White	303	100.0	5.4	26.2	29.0	39.4	68.5
African American	12	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	308	100.0	4.3	24.5	28.8	42.4	71.2
Disabled	25	100.0	12.0	52.0	16.0	20.0	36.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	100.0	5.0	26.7	27.7	40.6	68.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	331	100.0	5.0	26.2	27.9	40.9	68.8
Socio-Economic Status							
Subsidized meals	17	100.0	0.0	76.5	23.5	0.0	23.5
Full-pay meals	316	100.0	5.2	23.8	28.0	43.0	71.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	90	100.0	3.4	12.4	53.9	30.3	84.3
	4	111	100.0	2.7	36.0	53.2	8.1	61.3
	5	112	100.0	11.7	33.3	51.4	3.6	55.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	0.0	6.1	66.3	27.6	93.9
	4	104	100.0	6.3	33.3	54.2	6.3	60.4
	5	120	100.0	7.3	28.4	57.8	6.4	64.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	90	100.0	N/A	40.4	31.5	28.1	59.6
	4	111	100.0	2.7	27.9	38.7	30.6	69.4
	5	112	100.0	9.0	39.6	29.7	21.6	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	1.0	25.5	41.8	31.6	73.5
	4	104	100.0	4.2	25.0	36.5	34.4	70.8
	5	120	100.0	6.4	40.4	26.6	26.6	53.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	109	100.0	4.1	29.6	40.8	25.5	66.3
	4	104	100.0	8.3	34.4	24.0	33.3	57.3
	5	120	100.0	14.7	23.9	19.3	42.2	61.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	109	100.0	0.0	16.3	32.7	51.0	83.7
	4	104	100.0	4.2	33.3	26.0	36.5	62.5
	5	120	100.0	10.1	30.3	24.8	34.9	59.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 666)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.9%	Up from 1.3%	1.7%	3.0%
Attendance rate	95.4%	Down from 97.0%	97.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%	Down from 2.2%	0.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%	No change	0.0%	3.2%
Eligible for gifted and talented	37.7%	Up from 35.4%	41.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Up from 3.4%	4.7%	8.2%
Older than usual for grade	0.5%	No change	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	52.1%	Down from 54.8%	61.5%	52.6%
Continuing contract teachers	81.3%	Down from 92.9%	88.5%	83.3%
Highly qualified teachers	75.6%	Down from 100.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	2.6%	No change	1.9%	0.0%
Teachers returning from previous year	85.5%	Up from 69.1%	91.0%	87.0%
Teacher attendance rate	94.8%	Down from 96.4%	96.1%	95.0%
Average teacher salary	\$43,801	Down 0.3%	\$43,801	\$41,703
Prof. development days/teacher	9.1 days	Down from 10.4 days	10.0 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 17.4 to 1	20.8 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 92.3%	91.0%	89.8%
Dollars spent per pupil*	\$6,104	Down 2.9%	\$6,467	\$6,242
Percent of expenditures for teacher salaries*	69.2%	Down from 70.2%	67.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	72.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gold Hill Elementary School is a K- 5 school serving a growing population currently consisting of 704 students. GHES is fully accredited by the Southern Association of Colleges and Schools and maintains an "All Clear" status from the State Department of Education. For the fourth year in a row, the school earned the Palmetto Gold Award. This awards program, established by the Education Accountability Act, recognizes schools with the highest levels of student academic achievement and the fastest rates of improvement. The award was won through the efforts, dedication, hard work, and planning of the exceptional faculty and staff, as well as a committed community.

The mission of GHES is to be a learning-centered school committed to academic success for all students, maximizing their potential as lifelong learners, and enabling them to become contributing members of society.

Some of the programs and service learning projects that our students participated in this year are listed below. 100% of our classes participated in service learning activities which included such projects as Jump Rope for Heart, Ronald McDonald House, sponsoring Muscular Dystrophy and Juvenile Diabetes research, "Heart of Love" Scholastic Books Classrooms Who Care Program, a food drive for the Fort Mill Care Center, postcards for soldiers in Iraq, Valentine cards for Veterans in the VA Hospital, holiday cards and treasure chest gifts for the Children's Hospital, support for areas ravaged by the tsunami, and shoeboxes for Operation Christmas Child. A musical production and dinner theater featuring our Chorus Club, performing "The Best Little Theatre in Town" received rave reviews. Sneed Collard and Alexander Stadler, both nationally recognized children's authors, visited our school and shared their writing craft with our students and faculty. Third grade piloted a Family Math Night program which was very successful. Special programs and initiatives such as SOAR to Success, Accelerated Reader, Math Superstars, After School Achievers Tutorial Program, Reading Recovery, Literacy Groups, and the Academically Gifted Program give students academic support in advancing their skills. This is our initial year of implementation of the Measures of Academic Progress or MAP testing program. This program is providing valuable information about the learning needs of our students. Our math and technology programs have soared this year with the addition of a math specialist and a technology teacher to our faculty.

Our tireless PTA raised funds to purchase birthday books for students, books for classroom libraries, student agendas, incentives for the behavior bucks program, bought technology equipment, filled numerous teacher requests for supplies and materials, purchased benches for our playground, and contributed to the care and maintenance of the GHES outdoor environmental garden classroom. Parents and community members logged in more than 5,300 volunteer hours during the school year.

Our priorities continue to remain constant: safety, improved student academic achievement, character education, and parent and community involvement.

Terry Brewer, Principal and Melissa Melvin, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	106	73
Percent satisfied with learning environment	95.6%	82.9%	84.5%
Percent satisfied with social and physical environment	97.7%	87.5%	94.4%
Percent satisfied with school-home relations	100.0%	91.4%	71.8%

*Only students at the highest elementary school grade level at this school and their parents were included.